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IDENTIFIERS	Educational Marketing; *New York; Work Based Learning

ABSTRACT

This document contains materials for use in conducting a 1-hour presentation for administrators of school-to-work (STW) programs in New York State in order to elicit their support for the state's STW initiative and encourage them to share information about the initiative with others in their communities. The document begins with nine tips for delivering the presentation. Provided next is a suggested script for presenters that addresses the following topics: (1) the history and objectives of STW; (2) key principles of STW; (3) ways STW benefits administrators (provides better results for students; helps students validate career choices; enables students to meet New York State learning standards and improve their performance on state tests; motivates students; improves career opportunities; maintains better relationships between students and adults in schools and in the community; garners board support for education by involving the community in schools); (4) common myths regarding STW and the facts dispelling them; and (5) the administrator's role in STW (provide visionary leadership; demonstrate commitment to and belief in STW; show how STW incorporates other educational reforms; identify existing resources that further STW initiatives). Eight transparency masters, 8 handouts (including a 12-item bibliography of STW resources), and a sample evaluation form are also provided. (MN)

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School to Work RAISING STANDARDS IN NEW YORK STATE

Presentation to Administrators

The purpose of this packet is to elicit support for School-to-Work from school administrators in your area. You'll be asking them to help in any way they can and to share information about this important initiative with school personnel, community members, business associates, friends, family, and others with whom they interact.

Projected Time Frame: Approximately one hour
To shorten the length of the presentation, feel free to present those sections of most importance to your particular audience. You may also choose to lengthen the time allotted for presentation to allow for more interaction and questions from attendees.

Included in this Packet
Suggested script
Overhead transparencies
Handout masters
Presentation tips
School-to-Work resources
Sample evaluation

Materials Needed
Overhead projector
Copies of handouts
Presenter's table/lectern
Pencils and pads

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Presenting School-to-Work to Administrators: Presentation Tips

- The key to getting the message to administrators is making the connection between School-to-Work and other education reform initiatives, specifically to raise learning standards for all students.

- Thoroughly review the materials in this packet prior to your presentation. You might also want to look at the resources listed on School-to-Work Resources (see the Handouts), which can be distributed as a handout as well. Decide whether you want to add a handout that lists partnership members.

- Consider delaying the distribution of handouts until the end of your presentation so that your audience is not reading during your presentation. Referring to the fact that you will be passing out materials, as indicated in the script, will prevent furious note-taking.

- Since personal testimony is so effective, it is very helpful to ask an administrator supportive of STW to serve as a co-presenter, addressing the benefits of School-to-Work in achieving higher standards.

- Whether presenting by yourself or as part of a team, remember to put yourself in the administrators' shoes before addressing these questions: What motivates me? What grabs my attention? What am I inspired by? What's in it for me?

- Take the time to introduce yourself and your co-presenter (if applicable). If your audience is not too large, ask the attendees to introduce themselves and to state what they hope to learn. This will provide a general sense of the group's expectations and make everyone more comfortable during the group activity. Don't forget to give a time limit for each introduction!

- Administrators should be encouraged to share their anecdotal experiences of encountering business leaders and understanding the needs of business. They may want to describe the changes they have identified in schools and the workplace in the last decade.

- Localize the three components of STW by providing specific examples of each that demonstrate what School-to-Work looks like in your district or region. Local examples should be diverse in grade level to make the point that School-to-Work is for all students. Examples from other programs may also be included. Segments from the *Jobs: The Class of 2000* video can be appropriate in creating the vision as well.

- If a goal of your presentation is to actively solicit new partners, you may wish to incorporate this follow-up activity. Allow the audience time to reflect out loud on what School-to-Work means to them and their community. Ask audience members to consider how they might become an active partner in the School-to-Work effort. Encourage those who can identify a role and commit to it at this time to complete *Yes, I Want To Be Partner in School-to-Work*. If they need more time to reflect on their role, offer to follow up with them within a week. Be sure the appropriate people in your partnership are notified and then follow up with those interested in a timely way.

Presentation to Administrators

- ✓ Script
- Overheads
- Handouts

Suggested Script for Presenter

Introduction

As you know, extensive educational reform is occurring at national and local levels. This reform is about making learning more relevant, about achieving high academic standards, and about continuous learning. To prepare all of our students for the world of work, we must persist in our efforts to make school the start of a lifelong learning experience.

[Display OVERHEAD 1]

How will we do this? I'm sure you've heard of the exciting new initiative that will help our students make a more effective transition to adult life and the workplace. It has been referred to as School-to-Work or School-to-Careers. I am here today to talk with you about the School-to-Work initiative in more detail and ask for your support.

What School-to-Work Is

In 1994, Congress passed the School-to-Work Opportunities Act to help our students make the transition from school to successful careers and citizenship. School-to-Work experiences focus on career options, therefore motivating students and increasing their competence and confidence. They also provide connections to many after-graduation options, such as four-year college, two-year college, technical training, or entry-level work along a career path.

School-to-Work has several guiding principles:

[Display OVERHEAD 2]

- Creating more and better opportunities for ***all* students,**[*] K-24, to be successful throughout their lifetimes.[1]

- **Connecting** every student's **classroom learning** experiences **to the world of work**.

- **Building partnerships** among education, business, labor, parents, and other community leaders.

- **Incorporating** career awareness, exploration, and exposure to work **into the K-24 curriculum**.

- Integrating **rigorous academic standards and workplace competencies** to connect learning and work.

- Structuring students' educational experiences around **broad career clusters**.

- **Bridging the gap** between secondary and post-secondary education **through Tech Prep and other articulated programs**.

The School-to-Work approach is based on research that students learn best by doing and by connecting what they learn in school to experience as workers. To help students get this kind of experience, School-to-Work promotes three types of activities:

[Display OVERHEAD 3]

School-based learning activities

- Career counseling (should begin no later than 7th grade)
- Selection of a career major
- Program of study (based on high standards)
- Integration of academics and vocational education
- Evaluation
- Secondary/Postsecondary articulation

Work-based learning activities

- Job training
- Work experience
- Workplace mentoring
- Instruction in workplace competencies
- Instruction in all aspects of an industry/business

[See next page for third activity.]

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[*] Words bolded in the text of this script appear on the coordinating overhead.

[1] The term "all students" means both male and female students from a broad range of backgrounds and circumstances including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.

Connecting activities

- Matching students with employers
- Establishing liaisons between education and work
- Technical assistance to schools, students, and employers
- Assistance to integrate school-based and work-based learning
- Encourage participation of employers
- Job placement, continuing education, or further training assistance
- Collection and analysis of post-program outcomes of participants
- Linkages with youth development activities and industry

What's In School-to-Work For Administrators?

Connecting education with the world of work offers opportunities for practical payoffs. With STW, you will:

[Display OVERHEAD 4]

[Refer to HANDOUT A]

√ ***Have better results for students.***
School-to-Work increases attendance, academic achievement, graduation rates, and the percentage of students pursuing post-secondary education. School-to-Work also enhances preparedness of students for the workplace. A specific example is the performance of students with disabilities with work experience versus those without work experience:

[Display OVERHEAD 5]

[Refer to HANDOUT B]

[Re-display OVERHEAD 4]

√ ***Help students validate career choices.***
Having students experience a variety of STW activities starting in early grades focuses attention on the importance of career choices. They can make informed decisions about next steps in their career planning.

√ ***Accomplish the NYS learning standards and improve performance on State tests.***
School-to-Work provides a meaningful method/process/system to use in assisting all students to achieve high academic standards and workplace competencies. By connecting schools and workplaces, educators and students have structured opportunities to better understand and respond to the demands of the ever-changing workplace.

√ ***Motivate students.***
Applied academics allow more students to be successful and feel competent in their learning. Students are more engaged in and focused on their school work when relevancy between school and work is provided. School-to-Work improves the effectiveness of education and the quality of classroom life.

√ ***Improve career opportunities.***
Students will be more active in searching out career opportunities. From a range of work-based learning experiences, they can learn about careers and plan their future schooling and employment training accordingly.

√ ***Maintain better relationships between students and adults in school and community.***
School-to-Work offers students opportunities for personal assistance and guidance from adults. As a result, a new sense of self-confidence emerges. Students see relevance in their learning, develop career aspirations, and blossom into responsible citizens.

√ ***Garner broad support for education by involving the community in the schools.***
Community members educated about their schools and personally invested in the success of the local education system are influential boosters.

School-to-Work: The Facts

There are many myths about School-to-Work. Here are the facts that dispel some of these myths:

[Display OVERHEAD 6]

[Refer to HANDOUT C]

- School-to-Work is **for *all* youth**, not a vocational or occupational track for non-college bound students.
- School-to-Work provides **challenging and relevant learning** activities that assist all youth in achieving **higher academic standards**.
- Work-based learning provides students with **meaningful work experiences**. Labor laws protect students from unfair working practices.
- The **entire community** — not just schools, but schools, businesses, and parents — is **involved**.

- School-to-Work **systemically changes how schools operate**; how **students prepare for careers**; how **teachers teach**; and how **parents, businesses, and administrators are involved**.

What Is the Administrator's Role in School-to-Work?

[Display OVERHEAD 7]

[Refer to HANDOUT D]

Provide visionary leadership.

- The development of a comprehensive system woven into the school fabric requires the administrator's holistic view of the school community. Create a vision of what School-to-Work will look like in your school.

- Let students, parents, community members, faculty, and staff know you value School-to-Work activities.

Demonstrate commitment to and belief in School-to-Work.

- Promote your commitment to career development for K-12 and beyond.

- Encourage and support faculty efforts to develop curricula that integrates CDOS and other learning standards.

- Encourage and support collaborative efforts to establish work-based learning opportunities.

- Develop externships for teachers and principals.

- Devote staff in-service time to STW system building.

- Publicly recognize faculty developing STW lessons, activities, or other initiatives.

- Promote articulation and collaborative initiatives between K-12 and post-secondary education.

Show how STW incorporates other educational reforms.

- Demonstrate to faculty how STW is coordinated with other educational reforms to assist all students in achieving the NYS learning standards.

Identify existing resources which further STW initiatives

- Identify existing curricula that furthers STW objectives.
- Work in partnership with businesses, industry, labor, parents, agencies and the community and model STW behaviors. Define roles to create STW opportunities.
- Network with peers to broaden regional understanding of STW.

Now, I'd like to spend a few minutes addressing some of the questions you may have about School-to-Work. [If participants don't come forward with questions, presenter should select questions from the handout.] I'll be giving you a handout [HANDOUT E] with more questions and answers that you can take with you.

Conclusion

I hope this presentation has been helpful for you. Unlike any other time in our history, you will be preparing your students for jobs which don't even exist yet. School is going to prepare them for this exciting future. Being involved in School-to-Work is a way to ensure a future in which students can achieve their dreams. Remember, School-to-Work provides:

[Display OVERHEAD 8]

- ✓ **Challenging learning opportunities for all.**
- ✓ **Skills for college or a good job right away.**
- ✓ **Education to make career dreams come true.**

We talked about a number of ways in which you can be involved in School-to-Work. Among the materials I have distributed is a form entitled "Yes, I Want to Be a Partner in School-to-Work!" Fill out the form and leave it with me or I will have someone from the local partnership follow up with you, if you prefer. [Remind participants to also complete the evaluation form.]

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Administrators

Script
✓ Overheads
Handouts

"The better
jobs of today
and tomorrow

require

a habit of
continuous
learning."

– Peter Drucker

Guiding Principles

* *All* students
* Connecting classroom learning to the world of work
* Building partnerships
* Incorporating into the K-24 curriculum
* Rigorous academic standards and workplace competencies
* Broad career clusters
* Bridging the gap through Tech Prep and other articulated programs

School-to-Work

School-based
Learning Activities

Work-based
Learning Activities

Connecting
Activities

What's In It for You?

- √ Have better results for students.
- √ Help students validate career choices.
- √ Accomplish the NYS learning standards and improve performance on State tests.
- √ Motivate students.
- √ Improve career opportunities.
- √ Maintain better relationships between students and adults in school and community.
- √ Garner broad support for education by involving the community in the schools.

Students with Disabilities: Impact of Work Experiences

* 73% of those students with work experience — versus 40% of those students without — perceived high school helpful in preparing to keep a job.

* Over 80% of students with work experience worked all or most of the time since their exit from high school and reported they were happy with their jobs.

* Work experience is identified as:
  — one of the ten IEP components that make a positive difference.
  — a secondary education program factor that contributes to post-school working success.

For *all* youth

F

Challenging and relevant learning
- higher academic standards

A

Meaningful work experiences

C

Involvement of the whole community

T

Systemically changes how:
- schools operate
- students prepare for careers
- teachers teach
- parents, businesses, and administrators are involved

S

What's the Role for Administrators?

* Provide visionary leadership.

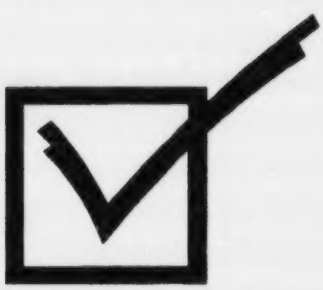
* Demonstrate commitment and belief in School-to-Work.

* Show how STW incorporates other educational reforms.

* Identify existing resources which further STW initiatives.

Challenging learning opportunities for all

Skills for college or a good job right away



Education to make career dreams come true

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Administrators

Script
Overheads
✓ Handouts

School-to-Work Resources

- **America's Choice: High Skills or Low Wages?**, National Center on Education and the Economy, Rochester, NY, 1990.
- **What Work Requires of Schools, A SCANS Report for America 2000**, United States Department of Labor, Washington, D.C., 1991.
- **Learning a Living: A Blueprint for High Performance, A SCANS Report for America 2000**, United States Department of Labor, Washington, D.C., 1992.
- **New York State Learning Standards**, New York State Department of Education, Albany, NY, 1996. *http://www.nysed.gov*
- **Internet Resources on School-to-Work**, New York State Career Options Institute, 6 British American Boulevard, Suite G, Latham, NY, 12110-1402.
- **National Library of Education Bibliography on School-to-Work**, United States Department of Education, Washington, D.C.
- **National School-to-Work Learning Center**, United States Department of Education, Washington, D.C. *http://www.stw.ed.gov/*
- **School-to-Work Materials and Resources Bibliography**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*
- **School-to-Work Speakers Bureau**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*
- **Transition Services: A Planning and Implementation Guide**, Vocational and Educational Services for Individuals with Disabilities (VESID), New York State Education Department, Albany, NY, 1994. *http://www.nysed.gov*
- **Toward a Challenging Future: A Practitioner's Guide for Student Career Exploration in New York State**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*
- **Work-based Learning Manual: A Resource Guide for Change**, Hudson River Center for Program Development, Inc., Glenmont, NY, 1996. *http://www.hudrivctr.org*

School-to-Work:
What's In It For Administrators?

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FACT School-to-Work provides challenging and relevant learning activities that assist all youth in achieving higher academic standards.

FACT Work-based learning provides students with meaningful work experiences. Labor laws protect students from unfair working practices.

FACT The entire community — not just schools, but schools, businesses, and parents — is involved.

FACT School-to-Work systemically changes how schools operate; how students prepare for careers; how teachers teach; and how parents, businesses, and administrators are involved.

School-to-Work: What Is the Administrator's Role?

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- Let students, parents, community members, faculty, and staff know you value School-to-Work activities.

Demonstrate commitment to and belief in School-to-Work.

- Promote your commitment to career development for K-12 and beyond.
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School-to-Work: FAQs & *Answers*

What are the costs associated with STW?

Since School-to-Work is a system, not a new program, it builds on pieces already existing in communities. To support start-up efforts and expand system elements, federal monies have been made available. When these funds expire, State and local communities may use existing education funds, and work with local businesses to continue STW activities.

How will STW be reflected in new school report cards?

Proposals are currently being considered to include at least two STW items in the new school report cards: numbers of students graduating with a career plan and number of students completing a work experience.

Who will manage STW activities within schools? What are my responsibilities as an administrator?

Remembering again that School-to-Work is a system, not a program, many people will have responsibility for School-to-Work activities within your district. Some school districts have hired a coordinator to link activities into a system. Others are utilizing existing staff, teachers, or administrators to perform that function. Your responsibility as an administrator is to insure that the Career Development and Occupational Studies (CDOS) learning standards are integrated into the curricula in all other academic areas so that all students may achieve higher learning standards. In addition, your responsibility is to insure that the STW activities are connected to the overall educational reform initiatives in your district/building.

What is the long-term business commitment to STW? How can we get the community to be a more equal partner?

Business has a vested interest in having a high-quality educational system. Their involvement in STW partnerships is an investment in highly trained, versatile, and knowledgeable workers. To get the community to become a more equal partner, use your professional and social networks to recruit new partners, and work together to define active and meaningful roles in STW initiatives. Listen to and respect the views of those currently involved.

What if a student with a disability who wants to participate needs an accommodation?

The School-to-Work Opportunities Act states that all students must be included in STW activities. The Individuals with Disabilities Education Act (IDEA) mandates school districts to provide all students with disabilities ages 14 plus with transition programs and services to prepare them to live, learn, and work in the community as adults. Therefore, from age 14 on, the student's Individualized Education Program (IEP) should incorporate long- term adult outcomes to focus objectives for instruction and experiences that prepare the student for adult life. Since the purpose of the two laws is similar and STW is for all students, it makes sense for school districts to include students with disabilities in the STW activities. Therefore, when students with disabilities participate in STW activities, the STW staff and the special education teacher should determine the type of accommodation, if any, that the student might need such as an interpreter, job coach/mentor, modified equipment, or modified work space. Few students with disabilities actually need accommodations, and if they do, the accommodation is usually minor. However, the district should work with the employer to provide any special accommodation that might be needed to enable the student to participate.

Yes, I Want to Be a Partner in School-to-Work!

Name: _____

Address: _____

_____

Phone: _____ Fax: _____ E-mail: _____

Here is how I can contribute:

_____

_____

_____

_____

_____

_____

_____

_____

Please return to: _____

(Contact Person)

Presenting School-to-Work to Administrators

Sample Evaluation

Part I: Please complete the following survey by circling the appropriate number below.

KEY: 1. I completely agree.	2. I somewhat agree.	3. I completely disagree.

Upon completion of the workshop, I:

1. Understand the School-to-Work concept.	1	2	3
2. Feel comfortable sharing the School-to-Work message.	1	2	3
3. Know what is expected of me in terms of my role in School-to-Work.	1	2	3

Comments:

Part II: Please check the appropriate space.	**Very satisfied →→→→ Completely dissatisfied**				
	5	**4**	**3**	**2**	**1**
Atmosphere	—	—	—	—	—
Training materials	—	—	—	—	—
Time allowed for questions	—	—	—	—	—

Comments:

Part III: Please complete the following:

The best thing about this workshop was:

This workshop could be improved by:

I'd like to tell the facilitators that:

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National Library of Education (NLE)
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